

5440-78 Reading/English Language Arts Coordinator

The holder is authorized to provide leadership in the implementation of reading instruction and assessment practices that are informed by research, including coordination and management of all aspects of the school or district's reading program and guidance of professional development in the area of reading, in order to help all students achieve standards.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

Knowledge Standards:

The Reading/English Language Arts Coordinator must be eligible to hold the Reading/English Language Arts Specialist endorsement. In addition, the Coordinator understands topics and concepts essential to systemic leadership of reading instruction and assessment as delineated in current national professional standards for reading professionals.¹

These topics and concepts include:

- Research design and program evaluation
- Principles and models of effective needs- and standards-based staff development programs
- Planning and administration of a program of reading instruction and assessment, including purposes of and eligibility criteria for the various federal and state supplemental and intervention programs designed to help students with reading and writing problems
- Federal, state, and local laws, regulations, and policies related to reading instruction and assessment

Performance Standards:

The Reading/English Language Arts Coordinator exhibits leadership in the implementation of reading instruction and assessment practices that are informed by research. Specifically, the educator:

Curriculum, Instruction, and Assessment:

Collaborates with teachers and administrators to develop and implement a school or district-wide program of literacy instruction and assessment that is research- and standards-based and aligned with other school and/or district improvement efforts

Selects materials, technologies, and tools to support the school's or district's literacy program

Implements literacy support programs to enhance literacy development throughout the school community

Communicates information about school- or district-wide literacy program and progress to administrators, other staff members, school-board members, parents, and the community, including delineating expectations for students and best practices in instruction and assessment at different grade levels

Budgeting:

Identifies and pursues local, state, and national funding sources, and plans and manages budgets, to support the literacy program

5440-78 Reading/English Language Arts Coordinator (Cont'd)

Professional Development:

Designs and implements an effective needs- and standards-based staff development program that is focused on the core areas of effective classroom pedagogy – content, context, methodology, and assessment

Research and Program Evaluation:

Develops and implements comprehensive program evaluation processes to evaluate student and staff progress toward the goals of the literacy instruction and assessment program

Collaborates with administrators and teachers to use program evaluation results to inform on-going curriculum, instruction, and assessment, and professional development planning

Obtains and interprets literacy research that includes a range of methodologies (e.g., ethnographic, descriptive, experimental, historical), and conducts and supports classroom-level research projects

Additional Requirements:

A master's degree, or the equivalent, in any area

A minimum of 21 credits in reading/English language arts

A minimum of a practicum, or the equivalent, in reading instruction and assessment

¹ *Standards for Reading Professionals* (1998, International Reading Association); *Every Child Reading: A Professional Development Guide* (2000, Learning First Alliance)